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ABSTRACT

The publication provides the basic steps and insights to developing a philosophy of career education. It provides change agents within local schools with the background and results of the program developed in Milford, Nebraska. The publication is separated into two parts; they are: (1) position statements and philosophy, and (2) principles and practices in developing career education. A community resource survey instrument, a program articulation instrument, a sample newsletter, and a list of commercially prepared career education materials are appended. (KB)

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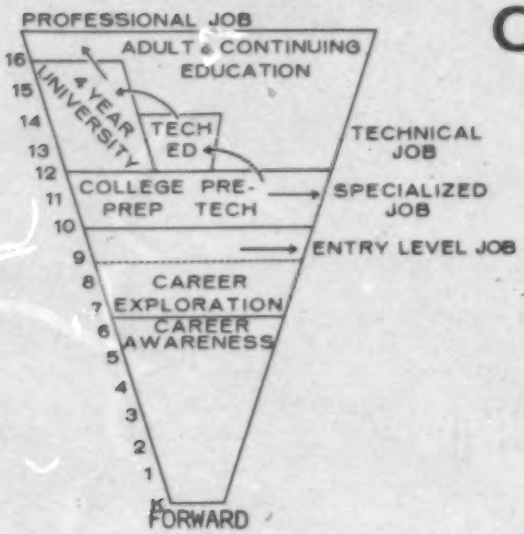
Report #4: DEVELOPING CAREER EDUCATION IN THE SMALL, RURAL SCHOOL



CAREER EDUCATION:

A NEBRASKA MODEL AT MILFORD PUBLIC SCHOOLS

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FORWARD

PURPOSE OF PUBLICATION: The purpose of this publication is to provide basic steps and insights to developing a philosophy of career education. This publication will provide change agents within local schools the background and results of the program developed at Milford Public Schools, Milford, Nebraska.

Rationale:
In reviewing other schools and their progress in developing career education, there has not been identified the necessary strategies which has moved that local school towards the concept of career education. This publication will provide schools interested in moving towards the concept the "nuts and bolts" of developing the concept of career education.

In reading this publication the reader must recognize that the publication is separated into parts. They are:

1. Position Statements and Philosophy

   This section has been developed around the beliefs of the author. Upon completion of this project, the author has developed these beliefs and philosophy based upon the activities of the Milford Public Schools and their development of career education.

2. Principles and Practices in Developing Career Education

   This section of the publication is based upon actual principles and practices which were used in developing the philosophy of career education at the Milford Public Schools. The strategies presented in this publication may serve as ideas which may be used in other small, rural schools.

It is important to recognize that what has been developed by the staff at Milford Public Schools may be quite different from what another school may develop because of the types of resources and expertise each local school has available to them.

The author wishes to thank the K-12 professional staff, Mr. Larry Sims, Mr. Dale Hall, and Mr. Roger Huss for their enthusiasm and dedication in moving closer to the concept of career education.

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1. COMMUNITY EXPECTATIONS OF CAREER EDUCATION FOR THEIR CHILDREN

When reviewing and analyzing the concept of career education and its implications for the student, we must be aware that career education is not a solution to all of the problems in the public school situation. We can look at the concept of career education as a method of motivating students and assisting them in their occupational and educational plans.

Communities cannot expect that the public schools which have developed this philosophy to guarantee placement directly upon the job upon graduation from high school or before. The role and responsibility of the local schools is still to provide students with all the data and alternatives available for students upon graduation. Students and parents must still make the final decision upon graduation.

2. THE ROLE OF THE GUIDANCE COUNSELOR IN CAREER EDUCATION

We view the guidance counselor as a potential change agent in the small school system because he has access to the following data to make decisions on:

1. Student aptitudes and interests
2. Course offerings and developing master schedule for students
3. He/she has the most access to occupational and educational data available to small schools
4. He/she has continuous dialogue with:
   a. students
   b. parents
   c. teachers
   d. community
5. He/she has follow-up information of past graduates
6. He/she has the most preparation in educational learnnig theories which could be a broad base for making curriculum decisions**
7. Because of his/her contact with all persons involved in the education of the child, he/she serves as public relations person for the school.

**We as educators sometimes have had extensive training in understanding learning theories but we fail to make application of it when we become educators. The guidance counselor must continue to review and clarify these learning theories and assist teachers in applying them in the classroom.

We suggest that the role of the guidance counselor in the small school system must be re-evaluated in terms of helping students. In addition to the job description identified by policy statement of the American School Counselor Association (ASCA), a division of the American Personnel and Guidance Association (APGA), adopted by the Governing Board of ASCA in 1964, we suggest the following functions be included:

1. He shall help the staff to identify and utilize community referral resources.

2. He shall help teachers develop and implement career activities closely related to the needs of pupils.

3. The guidance counselor shall organize and conduct summer workshops for staff members provided a budget is approved for staff member participation.

4. The guidance counselor shall assist the staff in developing many of the important guidance services of the school such as career orientation activities, placement services, testing programs, pupil personnel records, follow-up services, etc.

5. He shall help in collecting information needed to evaluate and improve the school's program.

6. He shall assist post-graduate students with their plans.

7. He shall provide information to local news media concerning guidance activities.

8. He shall make at least one home room visit per semester for the purpose of discussing information and topics that are relevant to students (K-12).

9. The guidance counselor shall be available for group and individual guidance situations (K-12).

10. He shall maintain files on career information and post-secondary education.

11. He shall serve as a public relations coordinator in the community.

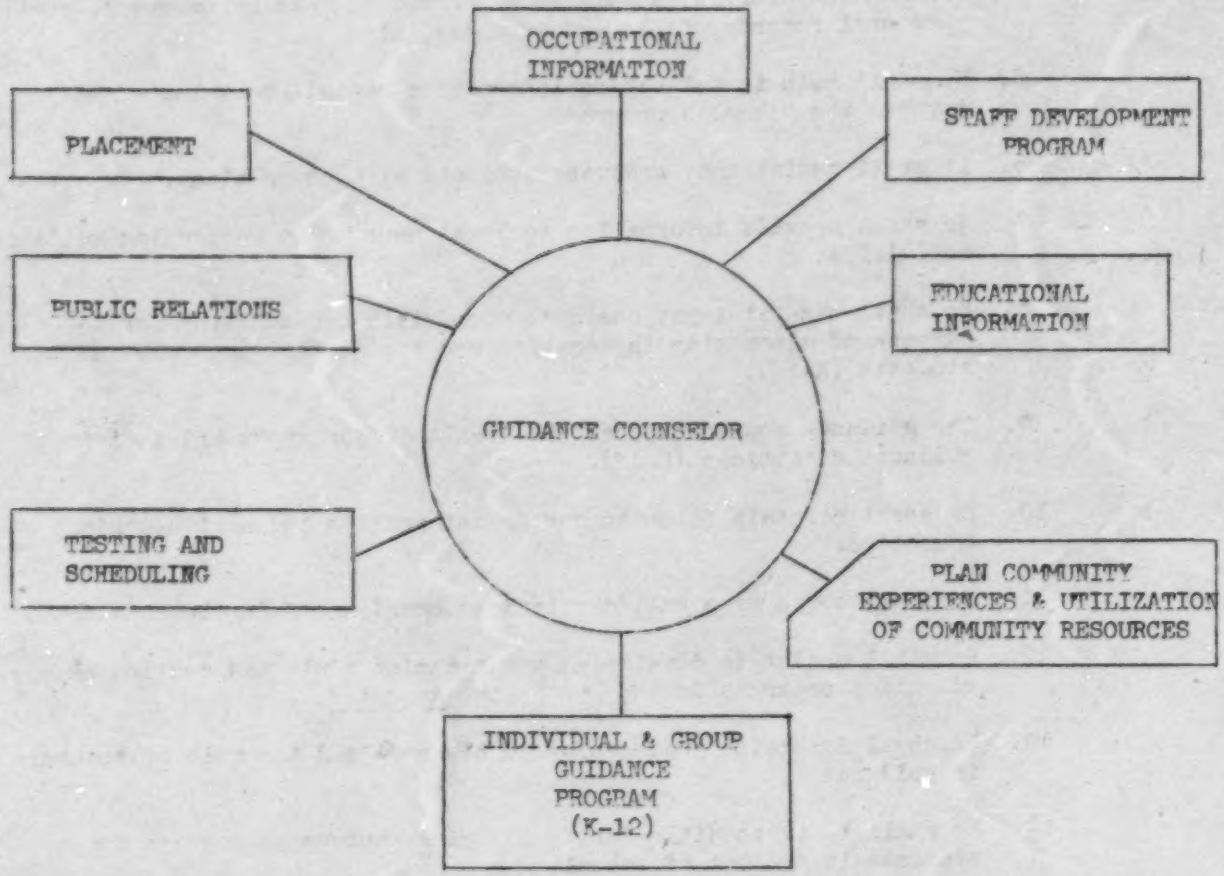
12. He shall assist in developing and planning adult and continuing education programs in the community as needed.

13. He shall inservice teachers as to his role and the role of teachers in guidance.

14. He shall be responsible for identifying employment sources for students in and out of school.

In conclusion, the guidance counselor must set priorities based upon the needs of the students, teachers, and the community in carrying out the above functions. The guidance counselor's position must be viewed as a position of developing change.

THE ROLE OF THE GUIDANCE COUNSELOR IN CAREER EDUCATION

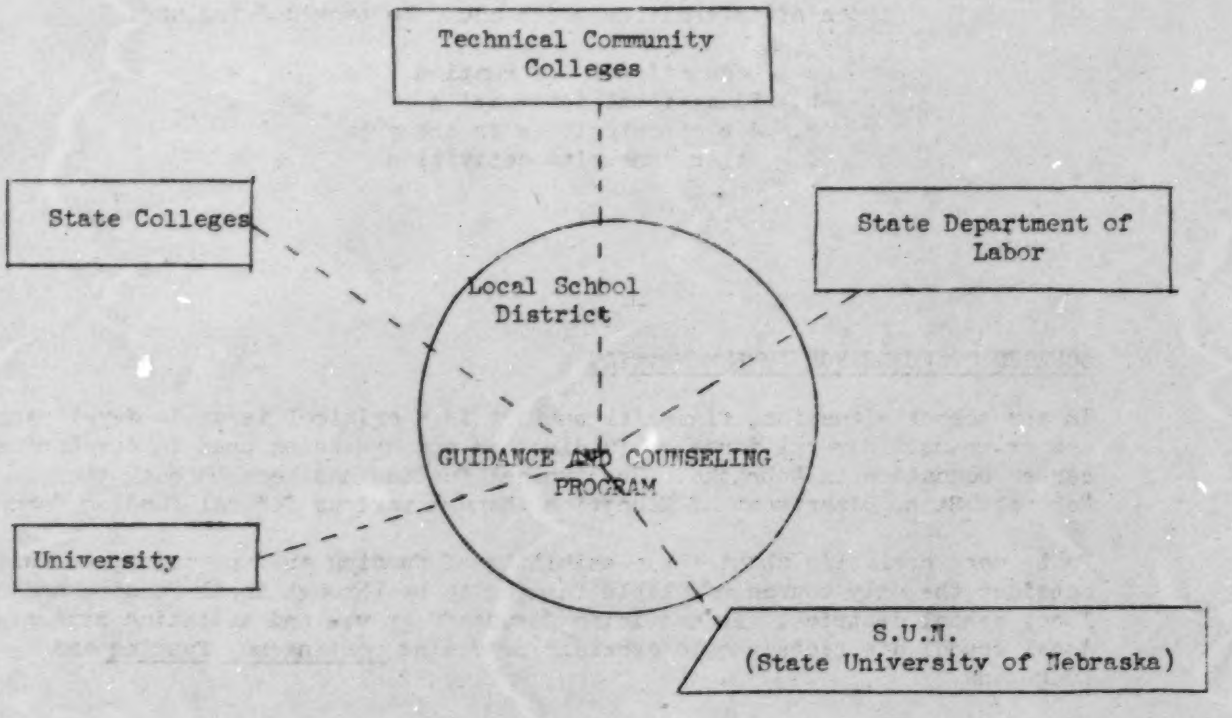


3. ADULT EDUCATION AND PLACEMENT AS A FUNCTION OF THE PUBLIC SCHOOLS

The philosophy of life-long learning is the responsibility of the local school agency. We are approaching and have the potential to move in this direction. The local school district must view themselves as the agency in the community which can assist citizens in that community to reach their personal and professional potentials.

The concept of community services and education is one that holds potential for citizens in the small community also. With the growth of technical community colleges in Nebraska, they become a dynamic source of assisting citizens of all ages to reach their potential.

In analyzing the role of the local schools in developing life-long learning, we need to identify what and how the small school district fits into the total educational system of Nebraska. Refer to the chart below for role identification of the small local school district.



The rationale for the educational program for life-long learning revolving around the local school district is because the local school district is the source of who we serve--THE PEOPLE. It is the responsibility of the local school district to identify and plan with the other educational agencies programs which meet the needs of the patrons of the district. Educational programs based upon life-long learning must be provided closest to its benefactors--the people in the local school district.

Based upon the rationale stated previously, educational programs should be developed and provided in one of two settings:

1. On the campuses of the educational institutions listed on the char

or

2. Utilization of the classrooms in the local school district

In conclusion, the local guidance counselor should have the expertise in community planning of education. He/she should be able to carry out the following tasks:

1. Needs assessment of the patrons of the district for educational planning.

2. Develop a very close working relationship with all agencies that can serve as resources to the district patrons.

3. Source of information for all patrons of the district. The types of information which could be provided include:

   a. Occupational information
   b. Educational information
   c. Job opportunities in the area
   d. Other community activities

4. SOURCES OF FUNDS FOR IMPLEMENTATION

In any school situation, financial support is a critical issue in developing new programs. Several forms of funding can and are being used in developing career education in Nebraska. The typical funding has been through the Nebraska State Department of Education through various federal funding formulas

To be more realistic about the possibility of funding an innovation, we must consider the only source of stable funding to be through local funding and the local school district. In providing for staff growth and assisting students, local school districts should consider providing contingency funding and budgeting.

The philosophy of contingency budgeting is to provide a small amount of money f each interested teacher to develop, revise, or implement an idea which they hav Contingency budgeting should be based upon a proposal(s) submitted by a group o teachers. Included in the proposal would be identification of need, objectives activities to be developed, and evaluation of the innovation. The proposals should be submitted and approved by the local board of education.

CONTINGENCY BUDGETING PROVIDES THE OPPORTUNITY FOR TEACHERS TO DEVELOP AND IMPLEMENT THEIR IDEAS WHO WANT TO MAKE CHANGES. In the small school, a contingency budget of $500.00 per year is not unrealistic.

5. METHODS OF PROVIDING SCHOOLS WITH PRESERVICE AND INSERVICE PROGRAMS TO IMPLEMENT THE CONCEPT OF CAREER EDUCATION

In identifying local resources (money) to provide for the development of career education through inservice programs, local school officials should consider some of the successful practices for promoting change. Some of the practices are listed below:

1. Graduate courses offered by colleges or universities within their area. The cost for inservice would be very minimal because the expense would be paid by tuition paid by the teachers enrolled in the course. Colleges and universities are becoming receptive to providing inservice programs for local schools at the site of the local school during structured inservice days or summer inservice programs.

2. Professional travel provides an opportunity for teachers to visit other schools to gain insight to career education and possible ideas for their classroom assignments.

3. Employment of a Change Agent is an alternative which most schools cannot afford to do. The change agent would develop and implement an inservice program which is based upon the needs of the school district teaching staff. I suggest that the change agent should and can be someone or groups already on the local staff. Refer to pages 2, 3, and 4 for the role of the guidance counselor.

4. Outside consultants are another avenue to discuss in planning inservice programs. The inservice program will be least effective if there is a one-day workshop and no follow up and continuous work with that local school. Possible outside consultants to be considered are consultants from the local Educational Service Units in Nebraska.

5. Curriculum days which are planned on a continuous basis throughout the regular school days is a practice which many local schools are adopting for any type of change.

The above alternatives of providing inservice programs must be considered along with the method of funding the development of career education in the local school. Several of the above practices would be very inexpensive.

6. BUDGET CONSIDERATIONS FOR SETTING UP A PROGRAM (local funding)

In developing a plan of action for the local school, one of the most important considerations in the planning is the money resources needed and how should it be utilized. Listed below are some budget items which should be considered.

If the professional teaching staff are going to be asked to review and generate instructional units in career education, time must be alloted during their regular teaching day or be paid for curriculum work after the regular school hours or during the summer months.

BUDGET CONSIDERATIONS

1. Extended contract for guidance counselor (11-month contract)
   (Refer to page 4 for role of the guidance counselor in career education)

2. Inservice salaries for teachers (or substitutes)
   **Based upon the needs of teachers, forty (40) hours of inservice can be very adequate for curriculum review and development.

   **The professional staff will put in many more hours of work with their projects no matter what has been allowed with salaries.

3. Travel--provides flexibility to travel to other schools for visitations, conferences, etc.

4. Materials development
   **This budget item is important to provide resource materials to the instructional program.

   **The types of resource materials would be of two (2) types:
   1. Commercially prepared materials
   2. Locally prepared materials
      a. paper
      b. duplication expenses

5. Evaluation
   **REFER TO PAGE 7 FOR OTHER ALTERNATIVES FOR PROVIDING INSERVICE PROGRAM AT MINIMAL EXPENSE.

1. THE CAREER EDUCATION PHILOSOPHY AT MILFORD PUBLIC SCHOOLS

In analyzing and reviewing the philosophy of career education in other school districts, we have tried to develop a philosophy which will fit the resources and the needs of our students.

In developing the concept of career education, we are emphasizing the application of the traditional content to the world of work. In teaching the basic skills and knowledges in the school situation, we feel it is very important for students to test and apply that knowledge in realistic situations in the community.

The focus of this application has been around the clusters of occupations in the world of work. The question the staff has been attempting to answer is "How Can We Make Application of the Traditional Content We Now Offer?" To enhance strategies for application of content, many types of community resources have been used throughout the K-12 program.

The schematic presented below represents the philosophy of Milford Public Schools:

CONTENT EMPHASIS ←——————→ WORLD OF WORK CLUSTERS OF OCCUPATIONS

Traditional Courses

Math		Public Service
Science	Application	Personal Service
English	(Testing of Content)	Marine Science
Social Studies		Health
Vocational Education		Fine Arts
Others		Marketing & Distribution

Our objective has been to expand the type of application experiences as they relate to the world of work so when the student does make a career decision or educational decision, they will have had some type of exposure and experience to base such decisions on. If skills and knowledges are learned by the student, they should have the opportunity to make application of their newly acquired skills and knowledges.

In conclusion, the staff at Milford Public Schools does not see the concept of career education to be a panacea for solving all of the problems which have always existed. We do hope that it will begin to minimize some of the problems which do exist today in education.

2. GUIDE FOR CHANGE AGENTS IN BRINGING ABOUT CHANGE

Who Is a Change Agent? It is a person such as the superintendent, principal, guidance counselor, or teacher, who is interested in improving the local

educational program based upon a needs assessment of the local school, department, or classroom. The change agent could also be the local board of education, K-12 curriculum committee, or department (History as an example).

In bringing about change in the local school district, the change agent(s) must be sensitive to and follow some of the following principles:

a. Successful change in a school or district demands constant interaction among members of the school staff--open the communications lines.

b. Develop and support formal and informal leadership in your schools.

c. Eliminate barriers that teachers and principals are facing--time, money, and personnel.

d. Spend your time with those persons willing to change during the early stages of change.

e. Practice what you preach--"Actions Speak Louder Than Words".

f. Provide a climate where teachers and administrators feel free to admit that something is not working--don't force participation.

g. Build favorable attitudes and an information base for desired changes.

h. Give personal attention to innovative programs--reinforce and help guide.

i. Involve those affected in the change in the decision making process.

j. Listen to the opposition: they may be right.

k. Curriculum change comes from the individual teacher, not from forcing groups to participate. Change is not lasting if coerced into participating in change particularly if the change agent(s) leaves the local school system.

Refer to publication from Educational Service Unit #6 at Milford, Nebraska, entitled, Planning For Change as a good source to analyze the steps in the change process. The identified steps and principles could be followed for implementing career education or any other type of change in the local school.

3. POSSIBLE STEPS TO DEVELOPMENT AND IMPLEMENTATION OF CAREER EDUCATION

Rationale: To start a new endeavor or focus in the school system, one must develop a plan of action to be carried out to attain the goals of your focus. Listed on the next page are some steps which should be followed in moving towards implementing the concept of career education.

Step 1: Receive approval from board of education to investigate the alternatives to implementing career education.

Step 2: Organize community advisory committee to continue completing steps.

Step 3: Review related research and literature on career education. (VISIT OTHER SCHOOLS WITH COMPONENTS OF CAREER EDUCATION)

Step 4: Have the advisory committee assess the need for implementing the concept of career education.

Step 5: Develop and present local proposal to the board of education for approval.

Step 6: Assess what is presently being done in career education (K-12).

Step 7: Begin to organize and develop public relations program in the community.

Step 8: Begin collection of needed inservice program materials.

Step 9: Develop and implement inservice activities for the K-12 staff in reviewing how students learn and how teachers perceive students in the school system. (Clarify teacher attitudes towards students and learning process)----CURRICULUM CHANGE WILL NOT BE EFFECTIVE IF THIS STEP IS NOT COMPLETED.

Step 10: Complete planning of inservice program based upon the needs of the K-12 teaching staff.

Step 11: Implement the inservice program. (see page 13 for components of our program).

Step 12: Order necessary resource materials which support the instructional units which were developed by the staff during the inservice program.

Step 13: Develop formative evaluation of K-12 program (strategies)

Step 14: Implement the instructional units throughout the K-12 program.

Step 15: Assess and monitor the program throughout the school year.

Step 16: Develop and implement third party evaluation of the program on a quarterly basis for data to make necessary changes to move towards the original goals of the project.

Step 17: Upon completion of the implementation phase of the instructional units which have been field tested, the staff assess the success or lack of success and makes the appropriate revisions within the instructional units.

Step 18: Dissemination of instructional units which have been successful to other local school systems on request.

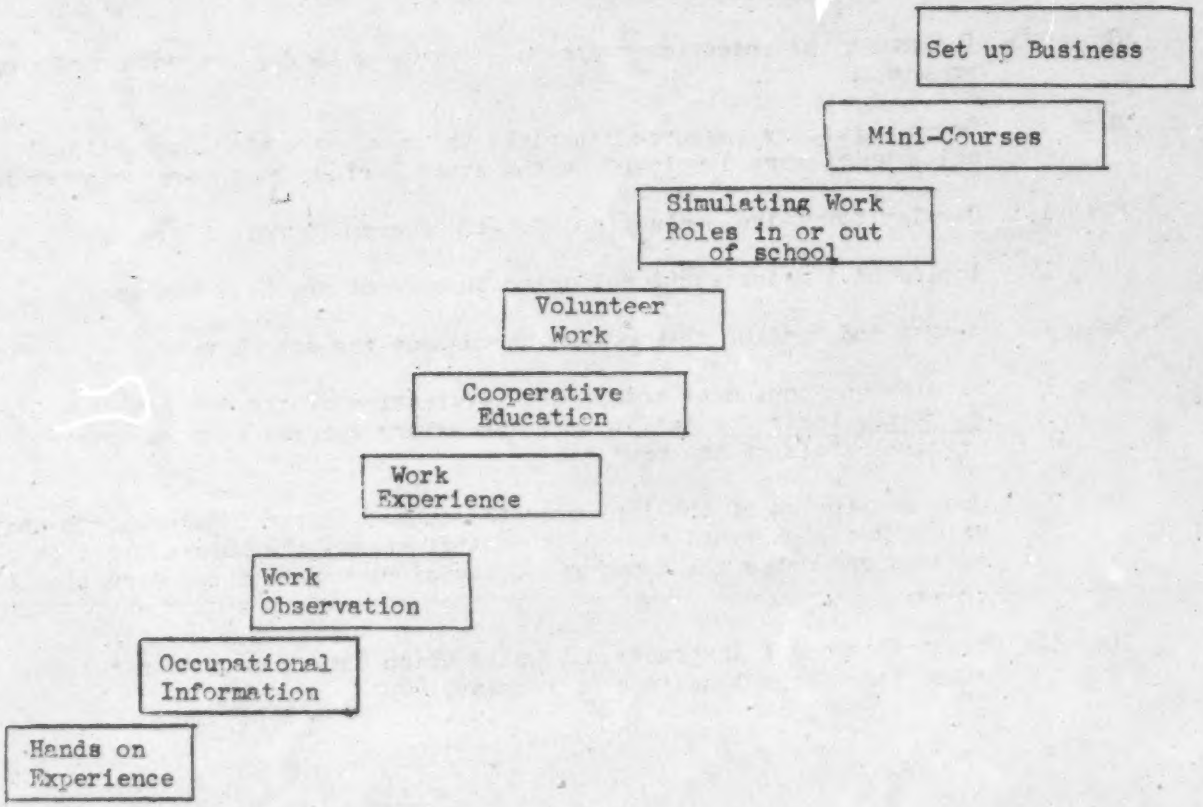
4. THE CONTINUUM OF PROVIDING ALTERNATIVE EXPERIENCES IN CAREER EDUCATION

When developing the concept of career education in the regular classroom, the typical question is "How do I do it?"

In response to this question, we can only point to the many alternatives available to the teacher and he/she must select the alternative(s) which he/she feels most comfortable with and moves the students closer to the objectives in the instructional unit or course.

ALTERNATIVES AVAILABLE

(By degree of difficulty to implement)



5. COMMUNITY EXPERIENCES AS A PART OF THE PHILOSOPHY OF CAREER EDUCATION

The philosophy of career education includes the utilization of as many resources which are available to the local school district. One important step is to identify and analyze the community resources which are available to the local school and will provide good educational experiences for the students in the community.

We, as educators must recognize that student learning takes place also outside the four walls of a classroom or school. We have many community resources which we can call upon for enriching the educational experiences of students. We have many individuals in our communities who have had many kinds of experiences which could help students in their educational process.

In assessing the types of community resources which could be used, we need to do a needs assessment of potential resources. Refer to Appendix I for a sample instructional staff at the Milford Public Schools. The data from the instrument became information which can and did support the instructional units which were developed by the teaching staff.

The data collected from the instrument were the results of teachers going out and setting up interviews with people in our community. Each teacher who volunteered to gather the data interviewed at least three (3) people in the community. There were sixty (60) instruments accompanied by a cover letter of explanation to people in the community and the surrounding farm area.

If nothing else, the experience of educators going out and the teachers getting to know the people in the community better improves public relations for the local school district.

6. DEVELOPING AN INSERVICE PROGRAM FOR CAREER EDUCATION

In planning and developing an inservice program for your local school, there must be closure or structure provided for curriculum development to take place. The closure or structure must be based upon the identified needs of the teaching staff. There must be a focus for the total staff with options to meet individua needs and demands. The inservice program can best meet the needs of the professional staff if it is developed on an individualized approach to learning. The rationale for the individualized approach to inservice is identified below:

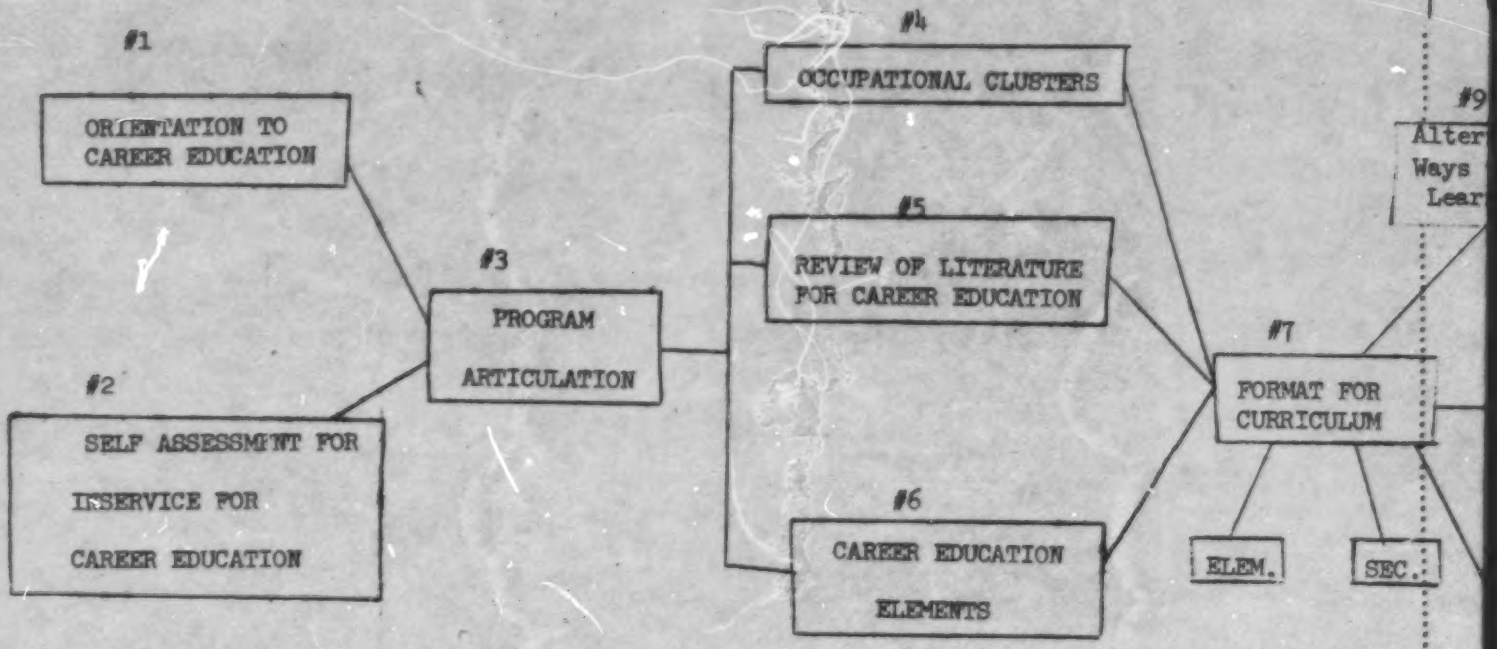
a. You will maximize the participation by staff members because they may have many other commitments such as:
   1. summer school
   2. vacation
   3. summer jobs

b. You will maximize production on the part of the staff or a team of one (1) or two (2) teachers.

CAREER EDUCATION

LEARNING ACTIVITIES FOR STAFF IMPROVEME

20 25 Hours in Duration — (L.A.S.I.)



20 - 25 Hours

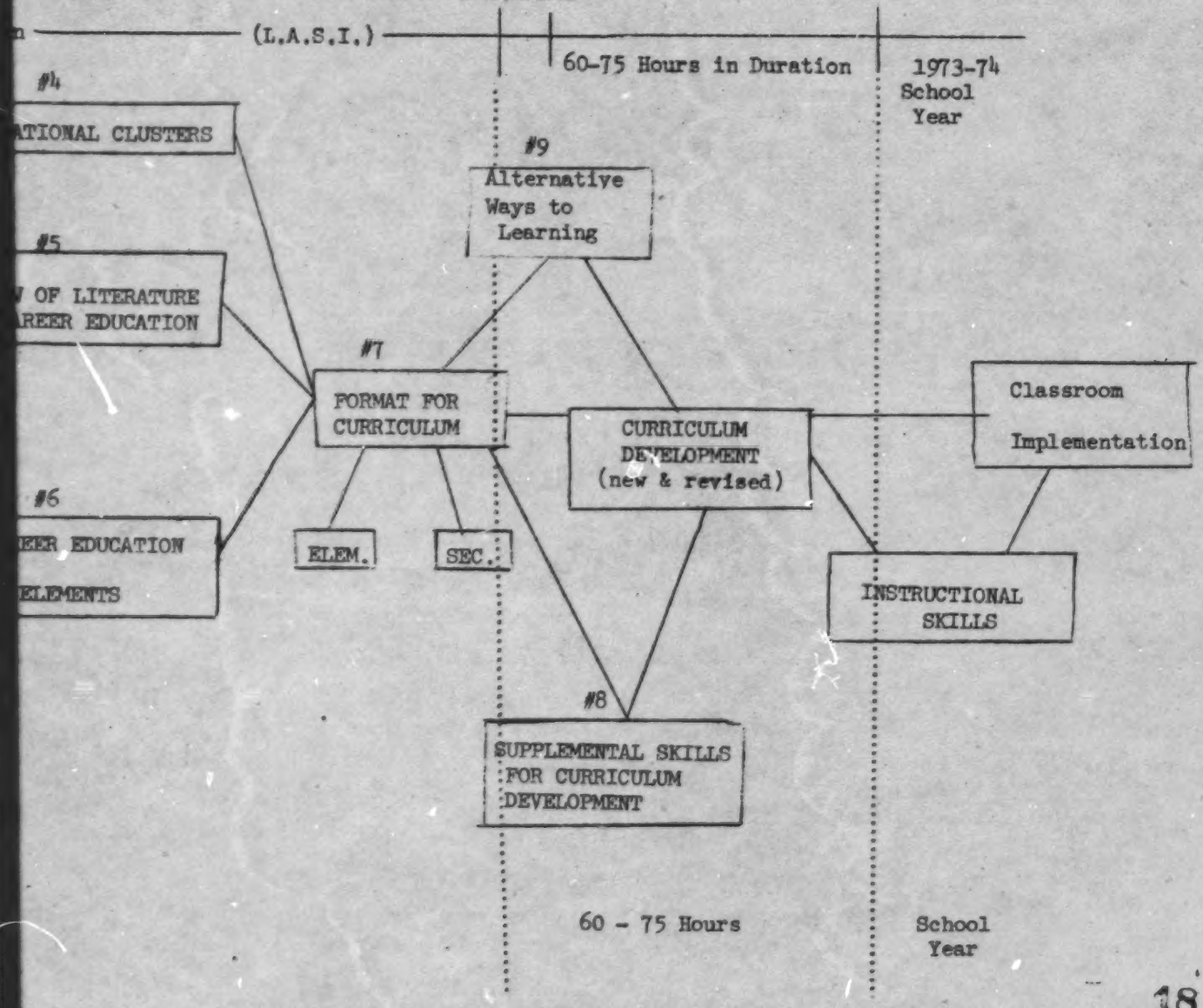
CAREER EDUCATION

LEARNING ACTIVITIES FOR STAFF IMPROVEMENT

(L.A.S.I.)

60-75 Hours in Duration

1973-74 School Year



60 - 75 Hours

School Year

If you are trying to bring about certain types of behavior, the best way to bring about this behavior is to model the behavior (individualized instruction) throughout the inservice program.

Steps for Planning Inservice Program

Step #1: Changing teacher attitudes. The most important change which must come out of the workshop or inservice program is a change of attitude of teachers to students.

IF YOU CAN'T CHANGE TEACHER ATTITUDE TOWARDS THE STUDENT, CURRICULUM DEVELOPMENT AND IMPLEMENTATION IS A WASTE OF TIME.

Possible strategies to be considered to change teacher attitudes

In a K-12 Group Setting

1. Analyze and clarify basic learning theories which support our programs and class assignments.
   a. Do we reject basic learning theories? Why?
   b. What philosophy supports your learning activities in your classroom?
2. Value clarification activities
3. Read Dr. William Glasser's book, Schools Without Failure, and discuss video-tapes of strategies presented by Dr. Glasser over ITV.
4. Read Dr. Thomas A. Harris' book, I'm OK--You're OK, and discuss its application to the school situation.
5. Hold "We Agree" sessions with total staff based upon the beginning staff development activities of the IGE model.
6. Others

Again, if we can't get individual teachers to analyze their feelings and attitudes towards students, further curriculum development will be wasted time.

Step #2: Identifying skills and knowledges which the total staff (K-12) need to develop and move towards the concept of career education.

This step of needs assessment must have the input of the teaching staff for the workshop or inservice program to provide a meaningful experience for the workshop participants.

To assess their needs, one could visit with teachers individually, or provide a check-list of possible skills and knowledges which could be provided. There of course may be other areas of concern that teachers have which may be part of the workshop on career education (examples--learning centers, peer teaching, writing behavioral objectives, curriculum format, etc.)

There should be enough options for teachers so he/she feels that participation in the workshop will enhance their effectiveness as a classroom teacher.

Step #3: Based upon the step above, the change agent(s) must identify the types of resources available to the local school to meet the concerns of the teaching staff. Expert resources or personnel may come from the following sources:

a. Staff members with certain expertise (such as being able to write individualized instruction).

b. Consultants from:
   1. Educational Service Units in Nebraska
   2. State Colleges or University
   3. Personnel from other local school districts who have a working knowledge of career education.

Step #4: Develop inservice program agenda based upon completion of Steps 1, 2, and 3 above.

Step #5: Implement the inservice program.

Step #6: Evaluate the effectiveness of the inservice program.

Possible skills and knowledges which were provided in the Milford Public Schools inservice program are listed below:

PACKAGE #1: ORIENTATION TO CAREER EDUCATION

Objectives:

1. To identify reasons for the need for Career Education.
2. To write a definition of Career Education.
3. To construct a model program explaining the 3 phases of Career Education in the K-12 educational program.
4. Explain in writing the difference between vocational education and career education (if any).
5. Explain your reaction to the Milford Career Education Project.

Learning Activities:

This package includes viewing films, filmstrips, position papers on career education.

PACKAGE #2: SELF ASSESSMENT FOR INSERVICE FOR CAREER EDUCATION

Objectives:

1. Upon completion of this package, the participant will synthesize a plan for improving his curriculum and/or instructional skills for career education in his classroom as evidenced by a written plan submitted and accepted by the Career Education Program Director. Acceptability will be judged according to the participant's examination of classroom activities during the past school year as compared to the model for career education adopted by the Milford Public Schools.

Learning Activities:

Learning activities for this package call for you to complete a sequence of open-ended questions. When completed you should have available to you information which will allow you to develop a plan for improving your classroom instruction and curriculum for career education.

PACKAGE #3: PROGRAM ARTICULATION IN CAREER EDUCATION

Objectives:

1. To identify what occupational areas or jobs have been covered during the implementation of career education during the last school year.

2. To provide the K-12 staff with an understanding of the extent that they have implemented career education by each level.

Learning Activities:

1. New staff members should review the bibliography of K-12 instructional units as well as copies of the units to get some idea of what has been developed.

2. Complete worksheets for each grade level.

3. After completing the above activities transfer the information from the attached worksheet to the bulletin board provided by the monitor.

PACKAGE #4: CLUSTER CONCEPT

Objectives:

1. To demonstrate an understanding of the cluster concept of career education by stating a rationale for its use as an organizing element for curriculum and instruction.

2. To list possible resources you could use in developing the cluster concept through your grade level or course curriculum.

3. To identify occupational information which could be used in the classroom.

Learning Activities:

1. Read attached handout, "The Cluster Concept in Career Education".

2. Review Index "Occupations Related to Course Offerings".
   a. List from index 5 occupations related to disciplines.
   b. List 5 specific jobs within the following (6) occupational clusters.

PACKAGE # 5: REVIEW OF IDEAS FOR DEVELOPMENT OF CAREER EDUCATION IN THE K-12 CLASSROOM

Objectives:

1. To identify what other K-12 teachers in the United States have developed in career education for the K-12 educational program.

2. To "brainstorm" ideas with at least one other person, based upon review of curriculum development for career education.

Learning Activities:

1. Contact the monitor for information and location of K-12 curriculum ideas. Review and discuss with other staff some of the instructional units which have been developed. Review both elementary and secondary units.

PACKAGE #6: CAREER EDUCATION ELEMENTS

Objectives:

1. The learning activities in this package will provide the teaching staff with a better idea of relating career education elements with possible learning activities which they will develop at a later date.

Learning Activities:

1. Read and analyze the description of the 8 career education elements in this package.

2. Review the 25 examples of learning activities and how they are classified or coded to the 8 career education elements.

3. After completing 1 and 2 above, code the 10 learning activities as they relate to the 8 career education elements.

PACKAGE #7: DEVELOPING CURRICULUM FOR CAREER EDUCATION

Elementary

Objectives:

To develop skills for building units of instruction for implementation in grades K-6 which incorporates the following characteristics:

a. A focus on one of the clusters tentatively designated for your grade level;

b. Two or more academic disciplines are integrated within the unit;

c. Utilize appropriate personnel or resources in a "team" approach to planning and implementing the unit;

d. Develop appropriate performance objectives to guide selection of learning activities and assessment procedures.

Learning Activities:

STEPS FOR PREPARING THE CAREER AWARENESS UNIT

Step 1. Determine the career cluster you wish to emphasize.

Step 2. Within the cluster determine a narrower focus; the job or jobs to be studied.

Step 3. Research for background information.

Step 4. Select 6-8 main ideas to be emphasized.

Step 5. Prepare performance objectives for each main idea.

Step 6. For each objective make a list of activities, resources, and evaluate procedures which will aid children in obtaining objectives.

Step 7. Correlate these activities with academic disciplines.

Step 8. Determine career elements for given educational level and include appropriate activities for attainment, (use project director as a consultant for these activities).

Step 9. Delineate specific tasks for teachers, aides, counselor, media specialist, art teacher, science technicians, music teacher, students and parents.

PACKAGE #7: DEVELOPING CURRICULUM FOR CAREER EDUCATION

Secondary

Objectives:

To provide for development of instructional units for implementation of career education in grades 7-12 which include the following characteristics:

1. One of the four types of alternatives identified on page 24.

2. Develop appropriate performance objectives to guide selection of learning activities and assessment procedures.

Learning Activities:

STEPS FOR PREPARING THE CAREER EXPLORATION UNITS:

1. Determine as a team what alternative you will develop in the instructional unit.

2. Determine the career cluster you wish to emphasize.

3. Within the cluster determine a narrower focus: the job or jobs to be studied.

4. Research for background information.

5. Select 6-8 main ideas to be emphasized.

6. Prepare performance objectives for each main idea.

7. For each objective make a list of activities, resources, and evaluative procedures which will aid children in obtaining objectives.

8. Correlate these activities with academic disciplines.

9. Determine career elements for given educational level and include appropriate activities for attainment, (use project director as a consultant for these activities).

10. Delineate specific tasks for teachers, aides, counselor, media specialists, art teacher, science technician, music teacher, students and parents.

PACKAGE #8: SUPPLEMENTAL SKILLS FOR CURRICULUM DEVELOPMENT

Objectives:

This instructional package actually consists of several different topics and a number of learning activities for each topic. The topics are not to be taken in sequence, but are to be chosen in response to some felt need for improving that skill.

The topics presented include:

1. Writing objectives in the cognitive and affective domains
2. Utilizing set and closure skills
3. Appropriate practice
4. Learning packages
5. Learning centers
6. Team teaching
7. Role playing
8. Tutoring and peer teaching
9. Mini courses
10. Class meetings
11. Student contracting

PACKAGE #9: ALTERNATIVE PATHWAYS TO LEARNING

Objective:
Upon completion of this package, the teacher will identify one or more strategies for enriching classroom organization for learning and/or methods of instruction, and will demonstrate his ability to utilize these strategies by incorporating each strategy at least once in instructional activities designed for use in his classroom during the coming year.

Learning Activities:
1. In this activity, the teacher is asked to read descriptions of several alternative stragegies. For each strategy they are asked to identify whether or not you have used this strategy recently and whether or not it might be a useful strategy in your classroom.

2. In this summary section, you will be asked to identify three strategies which you feel would be useful to your students next year. These are strategies which you will attempt to include in curriculum materials to be developed later in this inservice exercise.

In conclusion of developing an inservice program for career education, there may be other focuses or topics which your local school staff need and want during the workshop or inservice program.

*NOTE: Refer to next page for a diagram of total inservice program.

7. POSSIBLE METHODS OF ARTICULATION IN THE K-12 PROGRAM IN CAREER EDUCATION

One of the real obstacles for curriculum development around the concept of career education is program articulation. Three obvious questions which must be answered by the change agent(s) in the local school are:

1. Who is going to develop what?
2. At what grade level will it be implemented?
3. When will it be implemented?

In bringing about change with the concept of career education, it is very critical that a strategy be developed that answers the above questions to avoid duplication of learning activities and effort. Our objective has been to avoid duplication of learning activities in the K-12 instructional program or at least minimize the duplication.

Possible Strategies to answering Question #1 above:

To identify who is going to do what, we decided that we had to identify what they were already doing on a K-12 basis. We asked the K-12 staff to list on a blank roll of paper (butcher paper) the kinds of learning activities and occupations being covered by the classroom teacher. The format for this strategy is shown in Appendix II.

Based upon this strategy, we were able to develop and answer the question of who was going to do what. Individual contracts for curriculum development were then made based upon what we were already doing.

Possible strategy for answering question #2:

Our philosophy for articulation of the K-6 program has been to develop instructional units around the 15 clusters of occupations.

MILFORD PUBLIC SCHOOL ELEMENTARY PROGRAM

CAREER AWARENESS

Grade Level	CLUSTERS		
K	Personal Services	Education	
1	Public Service	Transportation	
2	Health Occupations	Business and Office	
3	Marketing and Dist.	Marine Science Occupations	
4	Agri-Business and Natural Resources	Recreation & Hospitality	Environment
5	Communications & Media	Manufacturing	Consumer & Homemaking
6	Arts & Humanities	Construction	

Each of the instructional units which have been developed and revised include emphasis in one or more of the following career elements:

Self Awareness	Decision Making
Educational Awareness	Beginning Competency
Career Awareness	Employability Skills
Economic Awareness	Attitudes and Appreciations

We have attempted to develop instructional units during the summer using the inter-disciplinary approach to instructional unit development. The elementary music and physical education teachers have developed learning activities which relate to instructional units for the regular classroom.

MILFORD PUBLIC SCHOOL JR.-SENIOR PROGRAM

In evaluating the alternative approaches to developing the cluster concept in the 7-12 classroom there seems to be at least four (4) approaches open to staff members. In the matrix below, is an explanation of the four (4) alternatives.

Cluster Matrix

Cluster (Public Service)	Single Discipline (Art) 1	Multidiscipline (Art, Science, Math, etc.) 2
Specific Job (Fireman)	3	4

EXPLANATION OF MATRIX

Grade Level — Alternative #1: Single Discipline Cluster

7-9 The English teacher could provide career exploration units which cover the job family or cluster of Communications and Media.

7-9 Alternative #2: Multi-Discipline Cluster

The English, Math, Science, Special Education, Business Education, Foreign Language teachers would develop a one or two week

instructional unit around the occupational cluster of Public Service Occupations.

10-12 Alternative #3: Specific Job--Single Discipline

The Foreign Language instructor may develop an exploratory unit around the skills needed to become an interpreter.

Alternative #4: Specific Job--Multiple Discipline

The English, Math, Science, Reading, Foreign Language, Business Education, Agriculture, Social Studies teachers may develop an instructional unit around the

Legal Secretary

or

Radio Announcer

or

Many Others

WHAT WAS THE MOST PRACTICAL ALTERNATIVE(S) ABOVE FOR THE STAFF TO USE AS A FRAME OF REFERENCE?

During the inservice program, the 7-12 staff used alternatives #1 and #3 the most. Alternatives #2 and #4 were at the higher level of development for the secondary teachers (based upon the time element provided).

Strategy to answer Question #3: When will the instructional unit be implemented

In answering the above question, the change agent(s) need to consider an implementation plan which can serve many purposes before, during, and after implementation. A calendar of when the instructional units will be implemented can provide the change agent(s) with the following types of information:

1. Have an opportunity to revise and review the instructional unit before it is implemented (one or two week lead time for preparation).

2. Identify and contact community resources which will be used in the instructional unit.

3. Have an opportunity to develop promotional activities within the community prior to implementation.

4. Have an opportunity to develop evaluation instruments to analyze the effectiveness of the instructional unit.

A sample calendar is shown on the next page.

Teacher's Name _____

Name of Unit	Instructional Implementation Dates					
	Month*	1st week	2nd week	3rd week	4th week	Approximate length of Unit

*This individual teacher implementation schedule is combined with the rest of the staff to come up with a weekly master schedule for the total school year. There of course may be a deviation from the schedule because of holidays, snow days, or simply a change in dates of implementation.

NOTE: This strategy provides the change agent(s) with a master schedule so they can assist teachers in preparing, implementing, and evaluating the instructional units. The change agent(s) can serve a much better function as a resource person to the regular K-12 teaching staff.

This strategy also provides a means of written commitment to implement what has been developed during an inservice program.

8. PUBLIC RELATIONS IN THE SMALL SCHOOL

In consideration of developing career education in the small school, public relations is a very important part of the developmental program. Considerations should be given to all aspects of promotion within the community. Change agents should consider the utilization of some of the following forms of communication:

1. Local newspapers
2. Newsletters to boxholders in the school district (refer to Appendix III for an example of the Milford Public Schools Newsletter)
3. Radio and Television presentation

4. Parent Teacher Associations
5. Local civic groups such as Chamber of Commerce and Women's Club
6. Grade level parent-teacher meetings to discuss instructional programs
7. Internal communication system for local school

Even in the small community, there is a need for continuous communication of instructional programs which are being provided and issues and problems which must be solved.

9. COMMON QUESTIONS WHICH ARE ASKED ABOUT DEVELOPMENT OF A CAREER EDUCATION PROGRAM

How Does the Special Needs Student Fit Into The Program?

The philosophy of career education fits into the program provided special needs because we also are interested in providing application experience for these students.

Special needs students also are an integral part of our regular classroom programs so they receive the same kinds of instruction based upon their abilities as the rest of the student population.

How Do You Schedule Career Education Into The Already Heavy Secondary Program?

Our philosophy has been to look at career education learning activities as an integral part of the regular classroom program. If we would schedule career education as a series of separate classes, the concept would not be effectively developed or have a lasting effect over a period of time.

We don't state that today we are going to have career education. Career Education is an integral part of the instructional program and provides strategies of application of the traditional content we are teaching.

What Should Be Our First Step In Developing This Philosophy In Our School?

The first step seems to be to identify what you are already doing that relate to the concept of career education. Based upon this assessment, you begin to build learning activities or instructional units where there may be voids in the K-12 program.

What Happens To Your Vocational Education Programs When You Are Moving Towards A Comprehensive K-12 Career Education Program?

Your vocational education programs will not change in terms of philosophy or goals. You may consider additional courses or programs based upon the needs of students and your community.

Vocational education is not the same as career education as we view it. Vocational education has as its goal strong occupational skill development activities which is only one phase of career education.

Does The Traditional Academic Programs Seem To Lower Its Goals And Objectives Because of The Concept of Career Education?

We feel that the philosophy of career education only enhances and promotes the college preparation program because more realistic application experience have and are provided students of abstract concepts.

Who Should Write A Proposal Or Plan Of Action For The Local School District?

The most effective plan is one which is written with the input from many persons from the local community, teachers and administrators. There must be a general advisory committee which includes students, parents, teachers, counselors, and administrators. If key staff members are not committed to the plan of action, there may be many obstacles in carrying out your plan of action. Since the guidance and counseling function is the most important component of the philosophy of career education, elementary and secondary guidance counselors must be on the advisory committee for planning. Don't ignore the guidance counselor and his/her expertise in developing a local plan.

10. SOURCES OF OCCUPATIONAL INFORMATION AND CAREER EDUCATION IDEAS

This section of this publication will look at various types of resources which the local school can call upon to develop ideas and resources for developing career education in their local school. The types of information and ideas are separated into two (2) parts. They are:

1. Commercially prepared materials*
2. List of agencies which could serve local schools in developing career education.

*It is important to note that the list of commercially prepared materials are only examples of resource materials used in supporting the instructional units and don't serve as an approval list for other local schools. You may have some resource materials on hand which may be superior or meets your needs quite adequately. Refer to Appendix #4 for the list of commercial materials.

Other Sources of Occupational Information and Career Education Ideas

1. Nebraska Research Coordinating Unit--University of Nebraska, Lincoln
2. Nebraska State Department of Labor--Lincoln
3. Occupational Outlook Handbook--U.S. Department of Labor
4. Center for Vocational-Technical Education--Kearney State College
5. Regional Lab--Oklahoma
7. Vocational Division, Nebraska State Department of Education, Lincoln
8. Local Chamber of Commerce
9. Nebraska Technical Community Colleges
10. Nebraska Instructional Television (ITV), Lincoln
11. Curriculum Services Division, Nebraska State Department of Education
12. Center for Vocational-Technical Education, Ohio State University, Columbus, Ohio
    AIM and ARM
13. Educational Service Unit #6, Needs Assessment Strategies, Milford, NE
14. List of Career Education projects in U.S., Vocational Division, Nebraska State Department of Education
15. Vocational Coordiantor, University of Nebraska, Henzlik Hall
16. Nebraska State Department of Health
17. Sources of Career Information for Counselors

    9-page publication of sources of information from Trade Associations & Councils

    Request above from Vocational Division, Nebraska State Department of Education, or Pupil Personnel Services, NE State Department of Education.
18. Occupational Outlook Quarterly, U.S. Department of Labor

Obstacles to Developing the Philosophy of Career Education

1. Some staff members can see no relationship between what they are teaching (content) and the application of this content to a realistic situation. Some teachers have not had enough experience with the real world to relate well with it. The only work role some teachers have been associated with are teachers.

2. Lack of input on part of staff in writing a plan of action.

3. If career education is viewed by students, parents, and staff as a method of forcing students to make career decisions.

4. If someone in the local school doesn't serve as the coordinator of the project or plan.

5. If the guidance counselor(s) aren't involved in the developing of a plan of action.

6. If the State Departments of Education fail to provide support and development staff for local school districts.

7. If staff development program is mandatory of the total staff.

8. If schools ignore the necessity for a good public relations program.

APPENDIX I

Community Resource Instrument

THE QUESTIONNAIRE FOR THE DEVELOPMENT OF A MILFORD PUBLIC SCHOOL COMMUNITY

RESOURCE BOOK

1. Name of business_____.

2. Primary function of your business_____.

3. Number of persons now employed_____.

   a. Number of Females_____.
   b. Number of Males_____.

4. DATA ON EMPLOYEES ON THE NEXT PAGE

5. Have you experienced difficulty in obtaining capable help for conducting your business? Yes_____ No_____ (If yes, please explain; Example: employee can't get along with people, etc.)

6. If the work force was available, could your business be expanded? Yes_____ No_____

7. What kinds of skills and knowledges would you recommend for entry into your occupational area? (Please be as specific as possible) check the Items:

SKILLS	KNOWLEDGES
Technical Skills_____	Understanding of our economy_____
Ability to get along with people_____	Psychology of people_____
Mathematical skills_____	Ability to make decisions quickly___
Typing or clerical skills_____	Ability to operate a cash register correctly_____
Writing_____	Ability to sell ideas_____
Reading_____	Mechanical abilities_____
Speaking_____	Others_____
Spelling_____	
Foreign Language_____	
Science_____	

DATA ON EMPLOYEES: (Includes owner, manager, etc.) Job Description: (Examples: Service Station Attendent, etc.)			In your opinion, what level of education is needed to perform each job. Check one of the Following:			
	No. Now Employed	Did this person attend Milford Public Schools? Indicate Number who attended:	Less than High School Education	High School Education	Voc-Tech School Training	4 year degree (College)
1. EXAMPLE: Clerk Typist	2	1	X			
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						

8. What type of training could Milford high school offer that would better students for immediate part or full-time employment with your firm?

9. Would your business cooperate with the local school in providing a learning opportunity on the job (with pay) for a period of ten hours a week for the complete school year? Yes_____ No_____. This is our Diversified Occupations program. Would you like more information pertaining to this program? Yes_____ No_____

10. Would you permit students to come into your business to observe your employees at work? Yes_____ No_____

11. Would you be interested in working with an interested student who would like to explore your occupational area for maybe a period of 20 hours? The student would work for you without any kind of salary. Yes_____ No_____

12. If you could not cooperate in any capacity mentioned in questions 9, 10, or 11 above, would you be willing to cooperate in one of the following ways:

    a. Speak to classes pertaining to your occupational area_____.

    b. Serve as a resource to talk to students about your occupational area_____.

    c. Provide films or filmstrips which pertain to your occupational area_____.

    d. Host field trips to your business or company_____.

    e. Provide instructional materials which you may use in training your employees_____.

    f. Other means of cooperation_____

SAMPLE SURVEY

Adult Education Program

_____Typing

_____Shorthand

_____Accounting

_____Key Punch

_____Business English

_____ Business Law

_____ Advertising

_____ Display

_____ Customer Relations

_____ Salesmanship

_____ "Shoplifting"

_____ Merchandising

_____ Record Keeping

_____ Human Relations

_____ Auto Mechanics

_____ Welding

_____ Beginning Typing

_____ Advanced Typing

_____ Shorthand

_____ Appliance Repair

_____ Electricity

_____ Farm Management Courses

_____ Livestock and Crop Production

_____ Consumer Education

_____ General Education Program Leading to High School Equivalency Diploma

_____ Art

_____ Ceramics

_____ Driver Education

_____ Clothing Construction

_____ Interior Design

_____ Others

14. If you were advising students how to be successful in the world of work, What suggestions would you make?

15. Do you think there should be more emphasis placed on the guidance and counseling program at Milford Public Schools for occupational information?

Yes_____ No_____

APPENDIX II

Program Articulation Instrument

(What are we doing now in Career Education?)

K*	1	2	3	4	5	6	7	8	9	10	11	12
Teachers	Policemen			Farmers			Math					
Secretaries	Firemen						Science					
	Postman						Art					
							Social Studies		City Planner			
							Industrial Arts					

*Each staff member listed the kinds of learning activities which were being developed in their classroom and the occupational areas emphasized.

Actual size of above chart: 10 to 12 feet long, 4 feet wide

APPENDIX III

Sample Newsletter

WHAT WE HAVE HERE IS AN ATTEMPT TO COMMUNICATE .....

March 8, 1974

DON'T THROW AWAY MONEY

Since you are paying for education, we feel you are entitled to all the information we can provide for you. This issue of our newsletter highlights the social studies program.

The emphasis in the social studies program is listed by topics below:

Kindergarten - Family
1st - Community Helpers
2nd - Neighborhood
3rd - City
4th - State
5th - United States
6th - Latin America and Canada
7th - Ancient World History & Geography
8th - U.S. from Exploration to Civil War
9th - Civics
10th - World History
11th - U.S. History from the Civil War
12th - Modern Problems and American Government

Our program has been highlighted by the philosophy of career education. The elementary and secondary teachers have been involved in developing instructional units from 80 to 180 hours in preparation of units. The philosophy of career education has been one of providing students with application experiences of the content in the social studies program.

THE SUCCESS OF THE PROGRAM HAS BEEN BECAUSE OF THE TREMENDOUS COOPERATION WE HAVE RECEIVED FROM THE PARENTS AND CITIZENS OF OUR COMMUNITY IN SERVING AS RESOURCE PEOPLE IN OUR CLASSROOMS OR IN THE COMMUNITY. WE WISH TO THANK YOU FOR YOUR TIME IN PROVIDING ASSISTANCE IN HELPING STUDENTS.

Some of the types of work roles who have served as resources to our elementary and secondary classrooms are:

Secretaries	Insurance Agent	Lineman
Bank Teller	Optometrist	Barber
Carpenter	Grain Elevator Operator	Farmer
Feed Dealer	City Council Member	Medical Social Worker
Music Salesman	City Planning Commission Members	Pharmacist
Salesman		Fireman
Service Station Operator	Judge	Car Dealer
Seamstress	Senators, Lobbyists	School Board Members
House Mover	Surveyor	Grocery Store Workers
Dentist	X-Ray Technician	Milford Mayor
Tech College Instructor	Electrician	State Forester

AGAIN THANK YOU. . . . . .

The instructional units and activities which have been developed use various types of methods such as student interviewing, gathering information of work roles, assimilating the work role in the classroom or in the community (carry out some of the tasks related to that work role so students will better understand that work role), observation of people in their work roles in the community and the surrounding area.

One example of a course description is as follows:

AMERICAN HISTORY FROM 1865 emphasizes research in local history. This is a more advanced history course designed for the Junior year. Emphasis is given to formulate an understanding of the major events which helped shape the world in which the student finds himself. Added emphasis is given to research in local history. To this end, the history department has acquired local newspapers on microfilm for our library. These include:

Blue Valley Record (1870-1873)
Pleasant Dale Quiz (1890-1900)
Milford Review (1915-1936)

We have also ordered several Census Records from the nineteenth century. These are also available to the public for use in our library during school hours. We wish to invite any patron of our district to make use of these materials. Mike Shimeall is the course instructor.

RESPONSE TO LAST MONTH'S QUESTION OF MONTH: How important are fine arts in the school curriculum? Nine said very important. Four responded important. . . . .

CLARIFICATION. . . .The elementary instrumental music program is comprised of a rhythm band for grades 1-3. Instrumental lessons are provided at no charge for 5th and 6th grade students. The 6th grade band meets twice a week.

QUESTION OF THE MONTH: Which of the Social Sciences would you like to see emphasized?

_____ History	_____ Anthropology
_____ Government	_____ Sociology
_____ Economics	_____ Psychology
_____ Geography	_____ Other

Please send your response to this question to Mr. Sims, Superintendent

BOXHOLDER

APPENDIX IV

List of Commercially Prepared Materials

TITLE	GRADE LEVEL	TYPE OF MATERIAL	COMPANY SOURCE	APPROX. COST
World of Work Series	K-3	Filmstrip	Denoyer-Geppert	$186.00
World of Work Series	4-6	Filmstrip	" "	186.00
Action Map Kits	K-6	Game	" "	199.00
DUSO Kit	K-2	Kit	American Guidance Ser.	98.00
DUSO Kit	3-4	Kit	" " "	98.00
Smart Shopping & Consumerism	5+	Book	Franklin Watts	4.00
Health Care Careers	5+	Book	" "	5.00
Bob & Caren & Ted & Janice	9-12	film	Datafilms	15.00
Revolution in Relevance	9-12	Film	" "	10.00
Knowing How to Budget & Buy	6-9	Book	Follett Pub. Co.	1.00
Credit & Collections	9-12	Book	Southwestern Pub. Co.	3.00
General Business	9-12	Book	" " "	6.00
Marketing, Sales Promotion and Advertising	9-12	Book	Southwestern Pub. Co.	7.00
Merchandising Mathematics	7-12	Book	Southwestern Pub. Co.	2.00
Advertising and Displaying Merchandise	9-12	Book	Southwestern Pub. Co.	4.00
Retail Merchandising	7-12	Book	Southwestern Pub. Co.	7.00
Careers in Set Design	9-12	Filmstrip	Educational Dimensions Corp.	35.00
Careers in Industrial Design	9-12	Kit	Industrial Designers	1.00
Some Neighborhood Helpers	1-3	Filmstrip	Eye Gate House	6.00
Community Helpers	1-3	Filmstrip	SVE	8.00
A Visit to the Firehouse	1-3	Book	Grossett & Dunlap, Inc.	3.00
Danny Goes to the Hospital	1-3	Book	Grossett & Dunlap	3.00
Secrets Kit	K-6	Kit	Goals, Inc.	40.00
Picture Book of Oil	4-6	Book	John Day Company	4.00
Picture Book of Grains	4-6	Book	John Day Company	4.00

TITLE	GRADE LEVEL	TYPE OF MATERIAL	COMPANY SOURCE	APPROX. COST
How Do They Grow It?	4-6	Book	Westminster Press	4.00
Let's Go To The Supermarket	K-3	Book	Taylor Publishing Co.	3.00
The First Book of Firemen	K-4	Book	Franklin Watts Co.	4.00
Squad Car 55	K-4	Book	Albert Whitman & Co.	2.00
A Visit to The Hospital	K-3	Book	Grossett & Dunalp, Inc.	3.00
A Visit to the Doctor	K-3	Book	Grossett & Dunlap, Inc.	3.00
True Book of Our Post Office	K-4	Book	Children's Press, Inc.	3.00
Doctors and Nurses: What Do They Do?	K-4	Book	Harper & Row Publishing	3.00
Ways We Travel	K-4	Filmstrip	McGraw Hill	34.00
The School Nurse	K-4	Filmstrip	McGraw Hill	7.50
The Bus Driver	K-4	Filmstrip	McGraw Hill	7.50
Looking at You	3-6	Book	Abingdon Press	2.00
A Letter for Kathy	4-6	Book	Abingdon Press	2.00
All About Radio & Television	4-6	Book	Random House/Singer	4.00
I Know a Fireman	K-4	Book	Putnam Publishers	3.00
I Know a Grocer	K-4	Book	Putnam Publishers	3.00
Let's Go To a Dentist	K-3	Book	Putnam Publishers	3.00
Here Is Your Hobby	3-6	Book	Putnam Publishers	3.00
Let's Go To a Garage	4-6	Book	Putnam Publishers	
Looking Forward to a Career: Radio & TV	4-6	Book	Dillon Press	4.00
Some Neighborhood Helpers	K-3	Filmstrip	Evegate House	
Who Am I?	K-3	Filmstrip	Evegate House	8.00
Why Do My Feelings Change	3-6	Filmstrip	Evegate House	8.00
Building a House in a Little Town	K-4	Filmstrip	Evegate House	6.00
Transportation and The Transportation Worker	4-6	Filmstrip	Evegate House	6.00

TITLE	GRADE LEVEL	TYPE OF MATERIAL	COMPANY SOURCE	APPROX. COST
World of Construction	7-8	Kit	McKnight Pub. Co	
World of Manufacturing	7-8	Kit	McKnight Pub. Co.	
Nothing To Wear But Clothes	K-3	Book	E.P. Dutton & Co.	4.00
Looking Forward to a Career in Fashion	4-6	Book	Dillon Press	5.00
The New World of Aluminum	2-4	Book	Dodd, Mead & Co.	4.00
What Does a Forest Ranger Do?	2-4	Book	Dodd, Mead & Co.	4.00
Lumberjacks of the North Woods	1-4	Book	Garrard Pub. Co.	3.00
The Marvel of Glass	1-4	Book	Wm. Morrow & Co., Inc	4.00
Wonderworld of Metals	4-6	Book	Harper & Row	4.00
Men, Money & Oil	K-4	Book	World Publishing Co.	5.00
The First Book of Glass	K-3	Book	Watts, Franklin, Inc.	4.00
The Glass Makers	K-4	Book	Watts, Franklin, Inc.	4.00
The Story of Lumber	K-4	Book	Charles Scribner & Sons	4.00
Gifts From the Forest	K-4	Book	Charles Scribner & Sons	6.00
Tree Farms: Harvest of the Future	K-4	Book	Bobbs-Merrill Co.	3.00
How Do They Make It?	K-4	Book	Westminster Press	4.00
Harvest From the Sea; Story of Fishing	K-4	Filmstrip	Troll Associates	6.00
"Build-Your-Own" Camera Kit	3-5	Kit	Snapshooter Camera Co.	1.50 each
Career Awareness Program (Popeye)	3-6	Comic Books	Kings Features	40.00
Occupational Explorative Kit	9-12	Kit	SRA	
W.O.R.K.	8-12	Kit	SRA	
Job Experience Kit	6-9	Kit	SRA	
Life Career	10-12	Game	Weston Publishing	
Consumer	10-12	Game	Weston Publishing	

TITLE	GRADE LEVEL	TYPE OF MATERIAL	COMPANY SOURCE	APPROX. COST
Looking Forward to a Career:	9-12	Books	Dillon Press	4.00 each
Computers				
Home Economics				
Fashion				
Agriculture				
Dentistry				
Writing				
Advertising				
Government				
All of the following materials were ordered from The Baker & Taylor Company				
Choosing a Vocation		Filmstrip		18.00
Exploring the World of Work		Records		53.00
Job Application Letter & Resume		Filmstrip		16.00
Jobs: An Updated Look Into The Future		Kit		8.00
Posters on Trigonometry in Occupations		Posters		4.00
Posters on Algebra in Occupations		Posters		4.00
Civil Service Jobs		Filmstrip		7.00
Employment Interview		Slides		65.00
How to Get a Job & Keep It		Filmstrip		7.00
How To Find a Job for Yourself		Filmstrip		7.00
How To Study Occupations		Filmstrip		7.00
Job Application Sources		Filmstrip		16.00
Jobs In Math		Filmstrip		7.00
Jobs & Careers (complete set)		Kit		54.00
Meaning of Work Preparing for Work		Filmstrip		7.00
Opportunities in Math		Study Prints		2.00
Geometry Posters		Study Prints		4.00
Skills That Pay Off Preparing for Work		Filmstrip		7.00
So You Want a Summer Job Job Finding		Filmstrip		7.00
Your Job Outlook Job Finding		Filmstrip		7.00